

## INTERNATIONAL SUNSHINE SOCIETY.

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"Have you a kindness shown?  
Pass it on;  
'Twas not given for you alone,  
Pass it on;  
Let it travel down the years,  
Let it wipe another's tears,  
Till in heaven the deed appears,  
Pass it on;"

Motto—Good Cheer.  
Colors—Yellow and white.  
State Color—Deep Orange.  
Flower—Coreopsis.  
Song—"Scatter Sunshine."

## THOUGHTS FOR THE WEEK.

From Day Unto Day, February 11.

For we are saved by hope. But hope that is seen is not hope for what a man seeth, why doth he yet hope for? But if we hope for that we see not, then do we with patience wait for it. —Rom. viii, 24, 25.

"Such is the holdfast of him that hopes in God, as long as there is any breath he hopes. In the winter and dearest time of calamity, hope springeth and cannot die."

Hone on, my soul, for summer days  
Will surely come again;  
And winter may be bright with praise,  
Though often dark with pain.  
Imprisoned safe the harvest lies  
Until the showers of spring.  
Until the sunny summer skies  
Their warmth and music bring.

I will hope continually, and will yet praise Thee more and more.—Ps. lxxi. 14.

In teaching those with senses normally developed: those "who must see with their fingers;" those who have their eyesight but are denied hearing and speech, oftentimes devoid of the sense of taste also, one quality must be reckoned with; the proper development of perception or the sixth sense.

Most people with the use of all their senses are indifferent to this sense, and it is not acute, delicate or in a word developed.

The blind with half a chance are wonderfully alive to all that can be attained through the senses of touch, hearing, taste and smell.

The deaf and dumb have a harder task before them as they start, but the story of the lives of these mutes testify to the wonderful mental development possible to them by patient and skillful teaching and training.

A beautiful girl thus afflicted was often a guest in a Northern home; her wit and social attractions made these visits a delight to us all.

The peals of laughter which resounded through the house at hair-curling time revealed lively conversations(?) carried on by the touch and play of finger tips on the cords of necks and arms.

## Oralism is an Aid.

"Nothing is settled until it is settled right." Certain teachers of the deaf claim that the oral system is better adapted to the deaf. They go a step farther claiming that under this system the deaf could understand and enjoy chapel service. The conclusion presented is all wrong. It is beautiful in theory but in practice it falls flat. This agitation is a menace to the grand structure which has consumed years of strenuous labor to perfect—the sign language. What a masterpiece of art! It is a means of acquiring thought and language. Oralism is an aid.

Shades of Thomas H. Gallaudet! What would he think were he to return to earth and see a school assembled in chapel for devotion with their eyes focused upon an oralist? Draw your own conclusion. Where are the smiles and the tears? We see none. Children ask for bread, they are given a stone. Let a teacher, a master of signs, go on the platform. We will guarantee smiles and tears. All are carried away by the graceful delivery of the speaker. For days and weeks it is the talk in and out of school

among the pupils. He will puncture each telling point by spelling.

The interest of the auditor never lags. Can the oralist arouse as much enthusiasm? The late W. H. Grady, of Georgia, charmed, captured and convinced Boston with his brilliant oratory and graceful gestures. He left an impression that will not die. So with the teacher who is a complete master of signs. Every motion of arm, eye and face conveys an impression. Oralists hate signs because they cannot familiarize themselves with it. We have no objection to the system, but it should not be used exclusively of the mother tongue—sign language. We teach it, but there is often a hitch and we resort to signs. Combine. Combine. Let the two systems work in harmony. "Nothing is settled until it is settled right."—From Colored Department, The Florida School Herald, printed by the deaf pupils of the Florida School for the Deaf and Blind, St. Augustine.

We find that this school needs the visits and personal interest of legislators and people of influence to help secure legislation for its needs.

The report for 1902-3, 1903-4, ending June 30, 1904, well explains its need of special appropriations for needs which must otherwise go under, as follows:

## Pressing Needs.

Two more years have but added emphasis, and I quote again from my last report:

Among the more pressing needs, I mention more land, better and safer buildings and better equipment for our work. In the literary, industrial, physical training and music departments, after eighteen (now nineteen) years, there is a most crying demand for help and enlargement. Among the buildings that should be erected at once, while the state is prosperous, are: (1) A main building, as nearly fireproof as possible, of such size and arrangement as to provide for administration and teachers' quarters, boys' department, girls' section and school rooms. It should be so arranged as to have the blind and deaf students separated to a large extent, to prevent friction. (2). Either in the main building or in a separate building, there should be a small, but well equipped gymnasium. The powers need to be strengthened and trained. Physical, educational and moral considerations combine to urge this daily, regular exercise for these classes of students. (3). There should be a large, plain, two-story building for trades, and the industrial and manual training department, and properly equipped for all the handicrafts and trades that have been found suited to the deaf or the blind.

A competent man or woman should be placed in charge of this department.

Aside from the trades, or rather to prepare for them, a regular system of manual training should be introduced.

Among the handicrafts or trades taught to the deaf, none are better than printing, carpentry and cabinet work. In spite of machinery, most of the skillful deaf workmen with a trade find employment. Printing stone work or masonry, book-keeping and mechanical drawing are also taught in some schools. For the blind, music and piano-tuning, chair-caning and basket and hammock-making, mattress and broom-making should be taught.

Now practically we have no equipment for industrial work. It should be encouraged by liberal appropriations for this purpose.

A small hospital, separate from all the buildings, may at any time become a necessity. It should be provided. We cannot always expect immunity from diseases that become epidemic.

Somewhere, not necessarily in a separate building, the music department should have the prominence its importance for the blind demands. Shut out of all the occupations requiring sight, music offers to them not only a means of culture and a source of un-

told pleasure, but often a means of becoming self-supporting and useful. Many blind people become famous as musicians. Others are earning good salaries as teachers and organists. All should have an opportunity to learn music. During the past two years two organs were presented and two were bought by private subscription. We need at least two more pianos. And next year another teacher should be added to the blind department to assist with the music and literary work. We aim to make this department so good as to bring us into touch with the best conservatories of music and to attract to us every blind or semi-blind child in the state.

Help now. Why not? Our population is increasing. Immigrants from colder latitudes are bringing blind and deaf children. We have pupils born in Michigan, Pennsylvania, Georgia, Alabama and South Carolina. We have already one Cuban, and, too, ours is the only school suited to the partially blind or semi-deaf. Every year I am finding children who are doing no good in the public schools and who will lose what sight they have if they continue. There are some children so deaf that they cannot receive any education in the ordinary school. For all these classes we have this one school. Here or nowhere, they must be fitted morally and mentally for life. The normal youth have the local schools, county high schools and for higher and technical education the seven excellent state schools or colleges. Florida is prosperous; our values are increasing. This year the assessed property is over \$110,000,000. We have practically no public debt, thanks to the collection of the old Indian war claim and the economical administration of our finances.

Florida alone has her blind and deaf school in wooden buildings and heated by the ordinary wood heaters and lighted with kerosene lamps.

The school rooms are insufficient, poorly lighted for cloudy days. The girls' dormitory and the dining-room are badly crowded. Nearly every year a lamp explodes. Nothing but the most agonizing watchfulness of the management and a merciful overruling Providence have prevented serious conflagrations. We have the negro school in a building in the same yard. No other Southern state so mixes the races, and Florida does not allow schools for the two races for normal children on the same lot. The good of both races require an entire separation in their social and school life—at any rate in the South.

We have less than five acres of land. On this are crowded all the buildings, the garden, the stock, the white and the negro schools. Is it wise to add more wooden structures, increasing the great danger to the health and lives of the students?

Respectfully submitted by  
Wm. B. Hare, Superintendent.

Lives there whom pain hath ever more  
pass'd by  
And sorrow shunn'd with an averted  
eye?  
Him do thou pity, him above the rest,  
Him of all hapless mortals most un-  
bless'd.

—Wm. Walton.

## Appeal.

If Sunshine can do but little, it can at least through its members interested in daily kind deeds express an interest in these children—wards of our state, and encourage their faithful teachers and superintendent, visit the school and induce winter visitors to do so as one of our institutions claiming our most loving sympathy.

The little children of the Riverside Kindergarten have saved seventy-three pennies for the "blind babies."

The call for pennies and stamps is so imperative that the Women's Clubs in our state and all Sunshine friends who can may be induced to take an interest in this subject, in kindergartens and State Sunshine.

MRS. BRADT.

## All In a Life Time.

Thou shalt have sun and shower from  
heaven above,  
Thou shalt have flower and thorn  
from earth below,  
Thine shall be foe to hate and friend  
to love,  
Pleasures that others gain, the ills  
they know—  
All in a lifetime.

Hast thou a golden day, a starlit night,  
Mirth, and music, and love without  
alloy?  
Leave no drop undrunken of thy de-  
light,  
Sorrow and shadow follow on thy  
joy—  
'Tis all in a lifetime.

What of the battle end and thou hast  
lost?  
Others have lost the battles thou  
hast won;  
Haste thee, bind thy wounds, nor  
count the cost;  
Over the field will rise tomorrow's  
sun—  
'Tis all in a lifetime.

Laugh at the braggart sneer, the open  
scorn—  
'Ware of the secret stab, the slander-  
ous lie;  
For seventy years of turmoil thou  
wast born,  
Bitter and sweet are thine till these  
go by—  
'Tis all in a lifetime.

Reckon thy voyage well, and spread  
the sail—  
Wind and calm and current shall  
warp thy way;  
Compass shall set thee false, and chart  
shall fail;  
Ever the waves will use thee for  
their play—  
'Tis all in a lifetime.

Thousands of years ago were chance  
and change,  
Thousands of ages hence the same  
shall be;  
Naught of thy joy and grief is new or  
strange;  
Gather apace the good that falls to  
thee!  
'Tis all in a lifetime.  
—Edmond Clarence Stedman.

## Appeal.

Interest in the lesser forms of Sun-  
shine can never abate if we consider  
the many ways in which the humblest  
and poorest, the greatest and the  
most blessed in worldly goods can  
daily assist.

Even small things are not accom-  
plished without work and self sacri-  
fice on the part of some one. Unas-  
sisted by sympathy and kind words of  
cheer the heart sometimes fails. Un-  
assisted by postage and pennies letters  
or parcels cannot go forth on their  
mission or the little needs be supplied.  
MRS. BRADT.

These poems present to us the vary-  
ing shades of our human life. At  
times ills overshadow us and threaten  
to overwhelm us—but, do we not in-  
stinctively desire to remember and  
cherish thoughts of sunny hours?

Shall we not be optimistic, rejoicing  
in the sunshine of heaven and of earth  
around us when bright, believing that  
the dark hours will pass and the sun  
will once more shine? Let us then be  
not pessimistic seeing the depths of  
evil and dwelling upon them, but  
rather be cheerful, believing that good,  
though for the moment withheld, is  
possible; that it lies with us to pre-  
serve an attitude of mind favorable to  
inducing cheerfulness by believing and  
insisting that good overbalances ill,  
that ill grows greater ill if magnified.

If we think aright we can see that  
primarily, ill is only misdirected good,  
powerful only for the moment if  
rightly met; if not to be bidden wholly  
to depart let it be turned as far as  
may be, into purer channels. When  
shadows fall we know light is ever  
behind them, nor could they be shad-  
ows else, and so must pass.